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ABSTRACT

Intended as an aid for Iowa school library media specialists, this pamphlet identifies resources and provides guidelines for the development of multicultural, nonsexist (MC-NS) school library media programs. Definitions of terms used in the pamphlet are given. The rationale and philosophy underlying elementary and secondary curricula design are discussed with reference to library media programs, and the legal authority for bias-free nondiscriminatory education is cited from sections of the Iowa Code and Iowa School Standards. Five goals and suggested objectives that should be integrated into a multicultural, nonsexist library media program are presented, as well as a checklist for school administrators which suggests questions for use as evaluation guidelines in the areas of library media program structure, the content and strategies of library media skills programs, library media collections, and library media center curriculum support strategies. An annotated bibliography of 32 books, 3 articles, 5 catalogs, and 5 periodicals is included, as well as a list of 10 organizations which can provide information for school districts striving to implement multicultural, nonsexist library media programs. (ESR)

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# Multicultural Nonsexist Education

## in Iowa Schools

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---*S.J.B.*

# Preface

The library media program is, or should be, an integral part of the curriculum program of the school. It should reflect all of society as well as all of the community and the school which it serves. The library media staff should serve as change agents and leaders in turning the school's curriculum to a multi-ethnic, nonsexist mode without abrogating the principles of intellectual freedom.

While librarians and media specialists cannot dump whole collections to replace them with sex and race-fair materials and be fiscally or intellectually responsible, they can include among their selection criteria those which support MC-NS considerations, and can select materials with a concern for maintaining a balanced collection representing various views.

Librarians can choose materials and activities to counteract current sexist and racist educational materials and teaching techniques. They can, through their participation on text selection committees, advocate the selection of sex-fair, culture-fair texts. Through displays, special programs, and work with students and teachers, they can present a pluralistic, nonsexist view of the world.

This guide is an attempt to help identify resources and encourage a broader perspective in the development of a library media program.

*--Betty Jo Buckingham*
*Educational Media Consultant*

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# Definitions

1. **Library Media Program:** The total service of the library media center staff, facilities, and collection as an integral part of the total school curriculum, including the library media skills program and any learning opportunities offered by the library media center such as special displays, learning centers, guest presenters, and story telling.
2. **Library Media Skills Program:** The reading, listening, viewing, machine operation, study, and research skills needed to use a library media center effectively.
3. **Library Media Center:** The facility which houses the library media program; also called a media center, a library, or an IMC.
4. **Collection:** Any kind of print or audiovisual material and the equipment needed for its use included in a library media program.
5. **Multicultural Education:** The educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural education process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, and Native American and on the handicapped. The educational program shall be characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion, or handicap.
6. **Nonsexist Education:** The educational processes which foster the knowledge of, and respect and appreciation for, the historical and contemporary contributions of men and women to society, as well as those educational processes that reflect the wide variety of roles open to both women and men. The educational program shall be characterized by practices which provide equal opportunity to both sexes.
7. **Program Structure:** Those district and library media center administrative processes and decisions which impact on the library media program.
8. **Program Content and Strategies:** Methods and approaches used with students in guiding research, in teaching library media skills, and in guiding reading, listening, and viewing.
9. **Program Support Strategies:** Consulting with all staff on curriculum development and materials selection.
10. **Ethnocentric:** From the point of view of one's own ethnic group.
11. **Multicentric:** From several points of view.

# Rationale and Philosophy

All students should see themselves positively reflected in their curriculum, regardless of their sex, race, cultural background, or disability. Students who do not see themselves reflected often feel alienated from the educational process and may soon question their own worth.

It is also necessary that students see the contributions and perspectives of the disabled, other races and cultural groups, and the opposite sex reflected in the school curriculum and in the library media program. Students who are not exposed to other groups often develop an inflated sense of self or group superiority (the "We-did-it-all" syndrome) which can lead to patronizing attitudes. If this feeling is reinforced over time, it can develop into sexist, racial, and cultural prejudices in adulthood. This is why the school curriculum and the school library media program are so significant in the development and practice of healthy intergroup and interpersonal attitudes and relations.

The traditional school curriculum has been heavily influenced by the "melting pot" theory which implies that the many ethnic groups in the United States should be molded into a common group called "Americans" who have similar customs, values, and language patterns. Cultural diversity is depicted as a source of division and conflict rather than a source of past, present, and future richness, creativity, and strength. This pressure toward conformity has led to the suppression of many native and immigrant cultural patterns. It has also excluded from the school curriculum the contributions and perspectives of women, minority groups, the disabled, and even the immigrants from southern and eastern Europe. The result is a curriculum in which many citizens do not see themselves or other groups reflected.

The multicultural nonsexist curriculum is based on the theory of cultural pluralism. This theory celebrates the diversity that characterizes a nation in which 300 Indian tribes were joined by women and men from every continent and country on this planet. It shows cultural and sex role diversity as strengths which enrich the United States. The multicultural, nonsexist curriculum is one in which all citizens can see themselves and others reflected.

These concepts apply to all areas of the curriculum. They have special implications for the library media program because this program forms a foundation for the total school curriculum. The degree to which that curriculum is multicultural and nonsexist can, to a significant extent, depend upon the library media specialist.

Among all educators, the library media specialist should be particularly responsive to the value of widening access to information and ideas. The library media center offers a resource to the teacher or student who seeks information and ideas beyond those emphasized in the formal curriculum. It is therefore important that the library media collection include, in all formats and subjects, material which reflects the contributions of both sexes and many cultural groups. If the collection offers the history, accomplishments, and experiences of diverse individuals and groups, it provides a good interim alternative to classroom materials which cannot be immediately replaced and curricula which have not yet been revised. It can serve as a relatively quick and inexpensive resource for building knowledge and concept bases for staff and students as well as providing ongoing support for the MC-NS educational curriculum as it evolves within the district. This does not mean that all books, magazines, and audiovisual items will be weeded from the collection if they are not gender- or race-fair. It does mean that the library media staff will strive to broaden and balance the collection to serve this important area of study and life.

Media specialists, as key members of curriculum and instructional development teams, can react positively to ensure the inclusion of recommmendations regarding the use of MC-NS resources in curriculum frameworks and guides and assist staff in choosing and using texts and other instructional materials which take nonsexist and pluralistic approaches to the content areas. They also can plan for continuing formal and informal orientation to existing and new multicultural, nonsexist resources for all staff and students.

As teachers of research, study, and information gathering skills, library media specialists can challenge staff and students to approach research in a manner which evidences MC-NS awareness, help staff and students locate and use information by and about minorities and women, and provide guidelines to staff

and students for turning out written and audiovisual products which are nonsexist and culturally sensitive.

Through choices made available in the fiction collection and through suggestions, the library media specialist is in a position to guide students' reading of fiction. The fiction collection can give students a chance to identify with male and female authors and characters who reflect our pluralistic society in authentic ways. Across time, this can serve to balance and broaden our students' understandings and appreciations of those who are different from themselves.

If we fully understand the multicultural, nonsexist nature of the United States and want the strengths of this diversity to be fully put to use for our society, the library media program will reinforce the belief that one characteristic of a quality educational program is that it helps the school carry out a charge to help students acquire skills and attitudes for living and working in a multicultural, nonsexist environment.

# The Legal Authority

## *Iowa Code*
## *(Section 257.25, Paragraph 1)*

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

## *Iowa School Standards 670--3.5 (257)*

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) "BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law."

3.5(5)c The multicultural, nonsexist educational plan shall include:

(1) Specific goals and objectives with implementation timelines for each component of the educational program;

(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;

(3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;

(4) A description of the periodic, ongoing system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose; suggested instructional activities, materials and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sexism and/or cultural-racial stereotyping exists in instructional materials, it shall be brought to the attention of the students and supplementary materials shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

**Effective date of rule: July 16, 1979.*

# Goals and Objectives

Multicultural, nonsexist education (MC-NS) concepts should be a visible, integral part of the library media program. They should be visible in the goals and objectives and in the curriculum planning with teachers in subject and library skills areas and in daily activities. The following goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to the library media program. Activities related to each of the objectives should be integrated into each grade level and subject of the total educational program.

## Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background, or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

**Objective A:** Students, through the activities and information offered in the library media center, will explore their own personal and group identities in order to develop positive and realistic self-concepts, recognizing that bias and stereotyping can negatively affect self-concept.

**Objective B:** Students, regardless of race, sex, national origin, or disability, will see themselves and others fairly reflected in the displays, the collection, and the activities offered in the library media center.

**Objective C:** Students will be exposed to language patterns in the library media center in which they see broad potential for themselves regardless of their sex, culture or disability.

**Objective D:** Students will explore their personal and group identities by reading, viewing, and listening to materials which reflect the perspectives and experiences of their own heritage and the heritages of others.

## Goal 2:

To help students understand that both sexes, diverse racial/cultural groups, and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country.

**Objective A:** Students will show an awareness of the valuable and unique contributions that diverse racial/cultural groups, both men and women, and the disabled have made to Iowa, the U.S., and the world.

**Objective B:** Students will increase their knowledge of the perspectives of diverse racial/cultural groups, both women and men, as well as the disabled, through exposure to materials in all formats in the library media program and in the classroom.

**Objective C:** Students will show awareness of how the involvement and perspectives of diverse cultural/racial groups and both men and women enriches and strengthens the U.S. in general, and the library media field in particular.

## Goal 3:

To help students explore a broad range of lifestyles and career roles regardless of their sex, disability, race, or cultural heritage.

**Objective A:** Students will recognize that stereotypes based on race, sex, disability, and cultural heritage may impact unreasonably upon an individual's career choice.

**Objective B:** Students, regardless of race, sex, national origin, or disability, will explore a broad range of career roles in all fields especially those occupations which are directly related to library media services.

## Goal 4:

To help students understand that all persons are members of the human race and have common needs, feelings, and problems, while at the same time stimulating their appreciation for the uniqu ·ness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, and cultural bias are social phenomena influenced by the communication process.

**Objective A:** Students will show awareness of race, culture, sex, and disabilities as factors in the communication process.

**Objective B:** Students will show awareness of how stereotyping and prejudice are reflected in the various media of communication.

**Objective C:** Students will show ability to recognize and rephrase biased language patterns.

## Goal 5:

To help students develop positive interpersonal and intergroup communication techniques, as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a consequence of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding, and cooperation.

**Objective A:** Students will show ability to communicate, through a variety of media, in ways that are nonsexist and that respect diversity.

**Objective B:** Students will comfortably participate in group activities in the library media center which build trust and cooperation among diverse groups and between the sexes and which use the positive contributions of all individuals and groups to accomplish common tasks.

**Objective C:** Students will demonstrate interpersonal communications skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback.

# A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist (MC-NS) education. This checklist is intended to be a general guide to use when looking at the library media program.

The library media program should be intimately involved in the total school curriculum. Therefore, its program, its staff, and its collection are a vital part of multicultural, nonsexist education. Library media skills are best presented as part of the total school curriculum, integrated with many different subject areas, rather than in isolation. The makeup of the library media staff and the choice of student assistants have major implications for the strategies used in the multicultural, nonsexist education programs. Districts which have stereotypical staffing patterns (examples: all male administrators, all female library media specialists, all white staffs, etc.) should build objectives for change into their employment policies. Scheduling traditions or policies which may reinforce or cause sex-typed selection of student assistants (80% or more of one sex) or minority isolation should be changed.

## A. Program Structure

1. Are there diverse role models (male and female, minority and nonminority, disabled and able-bodied) in the library media program at both the elementary and secondary levels? _____Yes_____No

   a. If the answer to question No. 1 is no, what caused this to happen? Are there long-range strategies for changing this pattern? _____Yes_____No

   b. What impact does this have on the strategies that will be used to achieve MC-NS objectives in the library media program?

2. Are there diverse student assistants (male-female balance and ethnic and racial diversity similar to that found in the district) in all elementary and secondary library media centers? If the answer to question No. 2 is "no," what impact does this have on the strategies used to attain MC-NS objectives in the library media program? _____Yes_____No

3. Do recruitment strategies for student library media assistants make it clear that this experience is equally valid for all students? _____Yes_____No

4. Are scheduling practices avoided which may result in sex-typed use of the center (80 percent or more of one sex) or in minority cultural isolation (i.e., where minority involvement is significantly greater or less than it is in the district or in the building)? _____Yes_____No

5. Has there been meaningful interaction between the library media specialists and the personnel within the district who are responsible for the implementation of MC-NS education? _____Yes_____No

6. Has inservice on MC-NS educational curriculum been provided to all school staff including administrators and library media services personnel? _____Yes_____No

7. Has inservice on MC-NS approaches to the library media program been provided for all elementary and secondary library media program personnel? _____Yes_____No

8. Have the district administrators incorporated MC-NS education criteria into the staff evaluation procedure? ____Yes____No

9. Does district organization allow for suggestions from staff regarding specific MC-NS materials to be given consideration? ____Yes____No

10. Are systematic opportunities provided for library media specialists to interact with appropriate staff persons at all levels regarding development and maintenance of MC-NS curriculum? ____Yes____No

11. Have financial resources been allocated for purchase of MC-NS materials? ____Yes____No

## B. Program Content and Strategies

Does the library media skills program, whether integrated or not, through its activities and through its involvement with all areas of the curriculum:

1. Explore library media careers, and careers in general, in nonstereotypic ways? ____Yes____No

2. Include and support components which deal with the effect of the social environment on the library media field and on all curriculum areas (e.g., censorship)? ____Yes____No

3. Include and support units in all curriculum areas which emphasize contributions of both women and men and diverse cultural/racial groups? ____Yes____No

4. Use some library media skills activities which increase student awareness of cultural, race, and sex bias in the English language (e.g., exploration of subject headings, dictionary activities)? ____Yes____No

5. Make use of biased materials in an unbiased way? ____Yes____No

6. Remind students of MC-NS considerations as they engage in the production of written and other products? ____Yes____No

7. Increase student research skills by:

- Helping students to recognize bias in educational materials and in the popular media? ____Yes____No
- Helping students locate information and ideas which contribute to a MC-NS perspective in the student's product? ____Yes____No
- Challenging students with questions about individual and group perspectives of both sexes, minorities, and the disabled toward the topic at hand? ____Yes____No

8. Provide ease of access to available MC-NS resources through the cataloging and classifying systems used in the library media center? ____Yes____No

9. Use materials for teaching library media skills which reflect sex-fair, culturally fair approaches? ____Yes____No

10. Encourage students to explore, express, and defend their personal values? ___Yes___No

11. Avoid using sexist or ethnocentric language? ___Yes___No

12. Use bulletin boards and displays representative of the cultural/racial diversity in the United States and the roles open to both women and men? ___Yes___No

13. Avoid assigning tasks to students on the basis of stereotypes? ___Yes___No

14. Engage persons of diverse cultural/racial groups, as well as men and women, in both traditional and nontraditional roles, as community resource persons (e.g., visiting storytellers, artists, etc.) in the library media center and in other classrooms? ___Yes___No

15. Encourage all students to take a variety of roles in group production situations? ___Yes___No

16. Require staff to model nonsexist behavior and cross-cultural skills? ___Yes___No

17. Expose students to a variety of role models? ___Yes___No

18. Expect all students to have the same sense of seriousness and purpose? ___Yes___No

19. Alert students to stereotyping when it occurs in instructional and library materials, in book talks, in formal presentations? ___Yes___No

## C. The Library Media Collection

1. Does the district and/or school have a written, board-adopted selection policy and rules with selection criteria which include the need for the collection to foster respect for diversity? ___Yes___No

2. Does the collection include sex-fair and culture-fair materials in all formats supporting all areas of the curriculum? ___Yes___No

3. Does the collection house an index of community resource people who are willing to share their interests, knowledge, and accomplishments with students? ___Yes___No
   Does the index include:
   - Men and women in nontraditional activities? ___Yes___No
   - Cultural minority individuals? ___Yes___No
   - Disabled individuals? ___Yes___No
   - Retired individuals? ___Yes___No

4. Does the library media program seek to counteract especially biased texts through collection development? ___Yes___No

5. Where current items in the collection reflect bias on the basis of race, sex, culture, or disability, are supplementary materials provided to offset the bias? ___Yes___No
   - Are there a significant number of culturally authentic biographies and autobiographies by and about women and men from various racial/cultural groups? ___Yes___No
   - Does the collection portray women and minority persons in a wide variety of active and passive, traditional and nontraditional roles? ___Yes___No

- Are there materials which discuss history, psychology, science, sociology, etc. from the perspectives of both women and men from various cultural groups? _____Yes_____No
- Are a significant number of minority and female authors represented in the collection? _____Yes_____No

6. Does the collection include materials about cultural groups significantly represented in the district's geographic area so that all students may build pride in their cultural heritage (e.g., Czechoslovakian Americans, Mennonites, etc.)? _____Yes_____No

7. Has the collection been evaluated for its strengths and weaknesses as a support for a total MC-NS curriculum? Have areas of greatest need been identified (e.g., nonsexist story books)? _____Yes_____No

8. Are there periodicals available to all users which represent perspectives of diverse cultural groups and women? _____Yes_____No

9. Are there adequate resources for students of Limited English Proficiency and their teachers? _____Yes_____No

10. Does library media staff consult experts or use reviewing tools which are sensitive to culture and sex bias in instructional materials? _____Yes_____No

11. Does the professional library include adequate MC-NS resources? _____Yes_____No

12. Have bibliographies of MC-NS resources within the collection been prepared and distributed? Are such listings of other agencies made available? _____Yes_____No

13. Has staff identified and used resources which list small, little-known producers and distributors of adequate and accurate multicultural, nonsexist media which are not available through "mainstream" channels? _____Yes_____No

14. Has staff explored various systems of cataloging and classifying to increase ease of access to reliable information by and about minorities and women (especially subject headings dealing with race, sex, national origin, and disability)? _____Yes_____No

15. Has library media staff gathered a large selection of general and discipline-specific guidelines and checklists which can be used to evaluate and select materials for culture and sex bias? _____Yes_____No

16. Have suggestions for purchase or borrowing of MC-NS materials been sought from all faculty and administrators? _____Yes_____No

17. Has the library media staff analyzed all collective biographies and listed and cataloged all minorities and women so that they are not overlooked? _____Yes_____No

18. Does the library media staff avoid reinforcing sex stereotypes (e.g., avoid designating "boys books" and "girls books;" avoid always assigning boys to machine repair and girls to typing)? _____Yes_____No

## D. Library Media Center Curriculum Support Strategies

1. Have library media specialists read the district's plan for the development and implementation of MC-NS curriculum in order to be aware of upcoming needs within various curriculum areas? _____Yes_____No

2. Do library media specialists provide ongoing formal and informal inservice for appropriate staff on choosing and using existing and new MC-NS resources? _____Yes_____No

3. Are all teaching and administrative staff consulted about their needs and concerns in carrying out MC-NS education goals? _____Yes_____No

4. Has the library media staff evaluated "minority awareness" items in the existing collection for authenticity and sensitivity in order to make sure they do not reinforce stereotypes? _____Yes_____No

5. Does library media staff express concern to publishers about especially biased texts and materials? Do they encourage teachers and students to do so? _____Yes_____No

6. Have bibliographies of the MC-NS resources available within the district been prepared and distributed? Is this updated often? _____Yes_____No

7. Does the library media center make use of outside resources in meeting the MC-NS needs of staff? _____Yes_____No

8. Have library media specialists, through inservice or otherwise, shared their expertise in applying MC-NS (and other) selection and evaluation criteria with textbook selection and curriculum development committees? _____Yes_____No

9. Have library media specialists worked with curriculum committees and individuals to enhance the interrelatedness of MC-NS curriculum and instructional materials? _____Yes_____No

10. Do the library media specialists assist appropriate staff in the selection of materials for students of Limited English Proficiency? _____Yes_____No

11. Does the library media program, through inservice or otherwise, help teachers to use biased materials in unbiased ways? _____Yes_____No

12. Does the library media program help all staff develop a sound cognitive base by alerting them to new information regarding theory and practice of MC-NS education? (Does the library media center function as a research and information service regarding MC-NS education?) _____Yes_____No

13. Does the library media program help teachers use the community as a MC-NS resource by suggesting speakers, field trips, etc.? _____Yes_____No

# Bibliography of Resource Materials

The following materials are suggested as resources for educators who are working to assure that the district's library media services support and enhance MC-NS curriculum. This booklet is the seventh in an ongoing series. (Below, see "Andersen, Tom and Barta, Sheryl, *Multicultural, Nonsexist Education in Iowa Schools.*") Each of these booklets contains a resource bibliography and listing of organizational resources. With few exceptions, entries from these listings are not duplicated here. Taken together, these constitute a good basic reference for locating resources for specific curriculum areas and for building a basic MC-NS collection. A set of these pamphlets is available for each district in Iowa.

## Books

Andersen, Tom and Barta, Sheryl. *Multicultural, Nonsexist Education in Iowa Schools.* (A series) Educational Equity Section, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-5502. Price: free.
These booklets are part of an ongoing series currently available in the following areas: Social Studies, Language Arts, Arts Education, Mathematics and Science, Home Economics and Industrial Arts, Physical Education, and Library Media Services. Each includes a rationale statement, goals and objectives, self-evaluation checklists, a selective annotated bibliography, and a listing of other resources.

Bracken, Jeanne and Wigutoff, Sharon. *Books for Today's Children: An Annotated Bibliography of Non-Stereotyped Picture Books.* The Feminist Press, Box 334, Old Westbury, New York 11568. (516) 997-7660. 1979. Price: $3.95.
A critical, annotated list of nearly 200 recent role-free children's picture books for the 4-8 age range. Subject index includes sections on working mothers, handicaps, multiracial and several other categories.

Bracken, Jeanne, et al. *Books For Today's Young Readers: An Annotated Bibliography of Recommended Fiction.* Feminist Press, Box 334, Old Westbury, New York 11568. (516) 997-7660. 1981. Price: $4.95.
This is a listing of 200 books for students, grades 5-7, which foster understanding of diversity in regard to age, disability, race, sex, etc. Indices for author, subject, and title are included.

Buckingham, Betty Jo. *Selection Bibliography: A Bibliography of Selection Sources for School Library Media Centers.* Instruction and Curriculum Division, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3707. 1979. 4th edition. Price: free.
This publication, an overall selection guide, contains many entries which aid in the selection of materials to support multicultural, nonsexist curriculum.

Cohen, David. *Multi-Ethnic Media: Selected Bibliographies in Print.* Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. (312) 944-6780. 1975. Price: $2.00.
Part I consists of bibliographic essays in which rationale and selection criteria are provided covering such topics as minority literature, minority self-concept, sexism, library media services, etc. Part II consists of bibliographic materials mostly for students. Part III lists sources of information to monitor for current and forthcoming materials. Thoroughly annotated for informed selection.

Council on Interracial Books for Children. *Guidelines for Selecting Bias-Free Textbooks and Storybooks.* C.I.B.C., 1841 Broadway, New York 10023. 1981. Price: $6.95.
This very comprehensive publication addresses the evaluation of books and other media. It was compiled and synthesized from the many evaluation guidelines in print. It contains general

guidelines for evaluating illustrations, content, and language as well as some very specific checklists including those for basal readers, literature anthologies, dictionaries, biographies, math texts, bilingual texts, career education materials, and U.S. history texts. An excellent resource.

Davis, Enid. *The Liberty Cap*. Academy Chicago Limited, 360 North Michigan Avenue, Chicago, Illinois 60601. (312) 782-9826. 1977. Price: $4.95. Paperback.
This bibliography contains more than 1,000 book, film, and record reviews, and special articles about sexism in children's literature and school materials. Indexed by author, title, and subject.

Dyer, Esther R. (comp.). *Cultural Pluralism and Children's Media*. American Association of School Librarians Focus on Trends and Issues Series. American Library Association, 50 East Huron Street, Chicago, Illinois 60611. (312) 944-6780. 1979. Price $4.50.
In this publication, five media specialists describe how school library media centers can support and enhance multicultural, nonsexist education.

Haley, Frances; Hustleby, Susan; and McCormick, Regina. *Ethnic Studies Handbook for School Librarians*. Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. Publication no. 232. (303) 492-8155. 1978. Price: $5.95.
Activities and resources designed to help school librarians identify, analyze, and select appropriate and useful ethnic studies library materials are contained in this handbook. In addition to an extensive annotated list of bibliographies of print and nonprint ethnic studies materials suitable for school libraries, the handbook contains three major sections: "Identifying Ethnic Groups," "Identifying and Evaluating Ethnic Studies Materials," and "School Library Activities focusing on Ethnic Groups." The book is based on suggestions and ideas from working library media specialists. An important basic resource.

Iowa State Department of Public Instruction. *Selection of Instructional Materials: A Model Policy and Rules*. Available from Betty Jo Buckingham, Educational Media Consultant, Iowa State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3707. 1980. Price: free.
This publication provides assistance to districts in developing a policy and procedures for the selection and reconsideration of instructional materials in the form of a model and suggested steps for adapting this model to the local situation. Resources used in the creation of the publication are listed and information about associations interested in intellectual freedom is given.

James, Edward; James, Janet; and Boyer, Paul. *Notable American Women, 1607 - 1950: A Biographical Dictionary*. Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138. (617) 495-2600. 1971. Price: $25.00. 3 Volumes.
This is a thoroughly documented source of information about 1,379 women. A good addition to secondary and professional libraries, it includes classified listings useful for curriculum planning and guiding student research.

Joromo, Marjorie K. (comp.). *A Directory of Ethnic Publishers and Resource Organizations*. American Library Association, Order Department, 50 East Huron Street, Chicago, Illinois 60611. (312) 944-6780. 2nd edition, 1979. Price: $8.50.
Useful in locating reputable, out-of-the-mainstream resources, this publication has annotated listings of 280 publishers and organizations which specialize in information regarding minority cultural groups. Contains a classified index.

Kahmi, Michelle Marder. *Limiting What Students Shall Read: Books and Other Learning Materials in Our Public Schools; How They Are Selected and How They are Removed*. Office of Intellectual Freedom, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. (312) 944-6780. 1981. Price: $5.00

This report summarizes a survey conducted by three organizations, Association of American Publishers, American Library Association, and Association for Supervision & Curriculum Development, which documents the mounting censorship in public schools. Important reading for all media personnel and administrators.

Kulkin, Mary-Ellen. *Her Way: Biographies of Women for Young People*. Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. (312) 944-6780. 1976. Price: $25.00. This biographical dictionary contains 260 biographical profiles written at a 6th grade level, and lists and evaluates 800 individual and collective biographies suitable for preschool through high school. Biographies cover many eras and countries. Educators and students can use this source to identify interesting women for future study. Includes classified listings to help in curriculum planning.

Lass-Woodfin, Mary Jo, edit. *Books on American Indians and Eskimos: A Selection Guide for Children and Young Adults*. American Library Association, 50 East Huron, Chicago, Illinois 60611. (312) 944-6780. 1978. Price: $20.00
This bibliography is designed to aid library media specialists and others to choose intelligently from the many books available on Native Americans. Eight hundred and seven books are briefly and critically reviewed and rated.

Latimer, Fettye L., edit. *Starting Out Right: Choosing Books About Black People for Young Children*. Wisconsin State Department of Public Instruction, Equal Education Opportunity Unit, 26 Langdon Street, Madison, Wisconsin 53702. (608) 266-3275. Price: free. (Bulletin M. 2314)
This book provides standards for choosing books about Black people for children up to grade six. It also gives evaluative reviews of approximately 250 books.

Miller, Casey and Swift, Kate. *Words and Women: New Language in New Times*. Anchor Books, 501 Franklin Avenue, Garden City, New York 11530. (516) 294-4561. 1977. Price: $2.95.
This book provides a readable and enlightening analysis of the effect of sexism on language. It is an excellent reference for teachers, students, and media creators.

Nilsen, Alleen Pace and Tyler, Karen Beyard. *Promoting Educational Equity Through School Libraries*. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. (617) 969-7100 or 800-225-3088. 1978. Price $7.50.
Designed to help library media specialists acquire the skills and attitudes needed to promote sex equity. There are seven booklets which give suggestions on evaluation, collection building, teaching, and consulting roles. Excellent for classroom, personal, and inservice use. One of the best resources available, it focuses on all aspects of the library media specialist's role.

Pasternak, Michael G. and Youts, James M. *Helping Kids Learn Multicultural Concepts: A Handbook of Strategies*. Research Press Co., 2612 North Mattis Avenue, Champaign, Illinois 61820. (217) 352-3273. 1979. Price: $9.95.
This three-part book is a good addition to the professional collection. Part I is composed of teacher-developed classroom activities to promote MC-NS education. Part III suggests ways to promote MC-NS education through inservice. Part II, "Identification and Communication of Multicultural Resources," focuses on the role of the library media specialist in developing a collection of MC-NS education media. Of particular utility to librarians and media specialists are the chapters "Developing a Resource Center for Multicultural Education" and "Materials and Information Sources for Multicultural Education," wherein very specific steps are suggested and resource lists are given.

Pennsylvania Department of Education. *New Perspectives: A Bibliography of Racial, Ethnic & Feminist Resources*. Publications Distribution, Pennsylvania Department of Education, P.O. Box 911, 333 Market Street, Harrisburg, Pennsylvania 17108. (717) 783-6788. 1977. Price free.
This bibliography has been compiled to help educators locate resources to develop effective school programs which support sex equity and cultural pluralism. The publication is organized so that specific materials and resource organizations are readily located by the user. Brief annotations are given.

Pennsylvania State Department of Education. *PDE Guidelines for Creating Positive Sexual and Racial Image in Educational Materials*. Publications Distribution, Pennsylvania Department of Education, P.O. Box 911, 333 Market Street, Harrisburg, Pennsylvania 17108. (717) 783-6788. 1975. Price: free.

The Pennsylvania Department of Public Instruction has expanded the excellent guidelines of the MacMillan Publishing Company. In addition to overall guidelines for evaluating illustrations, content, and language, this booklet contains specific guidelines for reading, general social studies, elementary social studies, high school social studies, literature, grammar, composition, spelling, foreign languages, home economics, mathematics, science, music, industrial arts, vocational education, health education, physical education, and teacher's materials in all subject areas.

Shaffer, Susan M. *Spotlight on Sex Equity: A Filmography*. Mid-Atlantic Center for Sex Equity, 3301 New Mexico Ave., N.W., Suite 252, American University, Washington, D.C. 20016. (202) 686-3511. 1982. Price: $2.00. (Payment to American University)

This is a categorized and cross-referenced listing of films, side-tapes and filmstrips. Multicultural sex equity resources are listed.

Shapiro, June; Kramer, Sylvia; and Hunerberg, Catherine. *Equal Their Chances: Children's Activities for Nonsexist Learning*. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. (201) 592-2423. 1981. Price: $6.95.

Organized into chapters by content area, this book has much to offer those who want to make sex equity an integral part of school life. Each chapter begins with a section giving background information about the impact of sexism on a particular curricular area, goes on to suggest what can be done to counter this impact and then describes specific classroom activities that will carry these suggestions out. A worthwhile addition to the elementary middle school professional library.

Simmons, Beatrice T. and Carter, Yvonne B. (comp.) *Aids To Media Selection for Students and Teachers*. National Association of State Educational Media Professionals, Division of Publications, 605 South O Street, Indianola, Iowa 50125. 1982. Price: $5.00.

This publication is an overall selection guide which lists bibliographies and journals which review books, periodicals, audiovisual materials, and microcomputer hardware and software. It focuses on selection of K-12 curriculum oriented materials, but includes selection sources for postsecondary education. There are several specialized lists which include materials appropriate to MC-NS educational curriculum.

Social Science Education Consortium. *Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography*. Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. SSEC Publication no. 184 (303) 492-8154. 1976. Price: $7.95.

Resources pertaining to approximately 65 ethnic groups are listed and analyzed. Useful to library media specialists in locating resources for use by teachers in various curricular areas.

Thernstrom, Stephan, edit. *Harvard Encyclopedia of American Ethnic Groups*. Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138. (617) 495-2600. 1980. Price: $60.00.

This book provides a complete, systematic guide to the culture and characteristics of the diverse religious, national, and racial ethnic groups of the United States, giving both historical and contemporary perspectives. An excellent basic reference for library media centers.

United States Commission on Civil Rights. *Fair Textbooks: A Resource Guide*. United States Commission on Civil Rights, 621 North Payne Street, Alexandria, Virginia 22314. ATTN: Ken Harriston, Supervisor of Warehouse Publications. (703) 557-1795. 1979. Price: free.

A valuable resource handbook for educators who are engaged in creating and evaluating multicultural, nonsexist curriculum. This book

lists, categorizes, and cross-codes a vast array of available resources which can be tapped. This is one of the most comprehensive listings of resources available to the library media specialist concerned with problems of discrimination and bias in education.

United States Commission on Civil Rights. *Window Dressing On the Set: Women and Minorities in Television.* United States Commmission on Civil Rights Office of Management, Publications Management Division, 1121 Vermont Avenue, N.W., Washington, D.C. 20425. (703) 557-1794. 1977. Price: free.
Assesses the portrayal of women and minorities in television network programming and their employment at television stations. Contains findings and recommendations.

Wehrens, Aileen. *Resources in Women's Educational Equity - Non-Print Media and Materials.* Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1978. Price: $4.75. Stock 017-080-01836-5.
Included in this catalog are films, filmstrips, transparencies, audiotapes, videotapes, records, cartridges, slides, books in braille, posters, and multimedia sets appropriate for preprimary through adult ages and for teacher inservice.

Weibel, Kathleen and Heim, Kathleen, edit. *The Role of Women in Librarianship 1876-1976: The Entry, Advancement and Struggle for Equalization in One Profession.* Oryx Press, 2214 North Central at Encanto, Phoenix, Arizona 85004. (602) 254-6156. 1979. Price: $19.50.
This is a sourcebook compiled to provide a history of 100 years of librarianship. It documents the ongoing struggle of women in the profession to achieve full opportunity and recognition. Useful in understanding how, and to what extent, sex bias has impacted the profession.

Wirtenberg, Jeana; Murez, Robin; and Alspecktor, Rose Ann. *Characters in Textbooks: A Review of the Literature.* United States Commission on Civil Rights, 621 North Payne Street, Alexandria, Virginia 22314. ATTN; Ken Harriston, Supervisor of Warehouse Publications. (703) 557-1794. 1980. Price: free.
This publication is a comprehensive review of available textbook studies dealing with the treatment of minorities, older persons, and females in textbooks and the effects of these portrayals on children. It constitutes a ready reference of information on the ways these groups are currently depicted, and presents evidence of the negative impact of stereotyping. It should be helpful as a benchmark to educators interested in setting guidelines for building collections which will serve, across time, to balance information and ideas presented to students.

Wynar, Lubomyr and Buttlar, Lois. *Ethnic Film and Filmstrip Guide for Libraries and Media Centers: A Selective Filmography.* Libraries Unlimited, P.O. Box 263, Littleton, Colorado 80160. (303) 770-1220. 1980. Price $18.50.
This thorough, detailed, and well-organized guide gathers almost 1,400 films and filmstrips into one source to aid media specialists and educators in materials selection and curriculum planning. It is an outstanding reference, containing sections on 46 ethnic groups as well as multi-ethnic audiovisual resources.

## Articles

Kamm, Michelle Marder. "Censorship vs. Selection-Choosing the Books Our Children Shall Read." *Educational Leadership,* Journal of the Association for Supervision & Curriculum Development. December 1981. pp. 211-215.
The writer summarizes findings from the recent nationwide survey on censorship sponsored by the Association of American Publishers, The American Library Association, and the Association for Supervision & Curriculum Development, concluding that, "Selection and review procedures can help when school materials are challenged; but there is no substitute for good community relations in reducing those challenges in the first place." Recommendations for selection and reconsideration are outlined and examples of successful school-community interaction are given.

Martin, Lois A. "Nonsexist Schools: How Media Specialists Can Help to Make Them." *School Media Quarterly*. Winter 1979. pp. 128-137.
This article is based on Martin's keynote address at the American Association of School Librarians Preconference on sexism awareness in Chicago, June 1978. It is a statement of the prevailing situation and a plan of action, with specific suggestions for librarians and media specialists.

Massie, Dorothy C. "Censorship in the Schools: Something Old and Something New." *Today's Education*. Journal of the National Education Association. November-December, 1980. pp. 56-60.
The writer gives an overview of censorship in the United States and its impact on public education.

## Catalogs

*Afro-American Educational Materials For Pre-Kindergarten Through High School*. Annual Catalog. Afro-Am Distributing Company, 910 South Michigan Avenue, Suite 556, Chicago, Illinois 60605. (312) 922-1147. Price: free.
The materials in this catalog focus on building interracial understanding. The focus is primarily, but not exclusively Black-White understandings. Materials of every sort for most curriculum areas are included.

*Amerasia Bookstore and Gallery Catalog*. 338 East 2nd Street, Los Angeles, California 90012. (213) 680-2888. (Open Tuesday-Saturday, 10:30 a.m. - 6:00 p.m. Pacific Time.)
Lists an array of available items covering Asian Americans. Most are suitable for classroom use.

*Human Relations Materials for the School, Church, and Community*. Anti-Defamation League of B'nai B'rith, 7101 Pacific. Omaha, Nebraska 68144. (402) 392-2274. Price: free.
An extensive catalogue of ADL books, pamphlets, and audiovisual materials. Includes sections on Prejudice, Discrimination, and Intergroup Relations; Ethnic and Minority Studies; Teaching Methods and Materials; the Holocaust; Anti-Semitism; Jews and Judaism; etc.

*Learn Me Bookstore Catalog*. 642 Grand Avenue, St. Paul, Minnesota 55105. (612) 291-7888. Price: free.
Lists learning materials for children, parents and teachers which are multicultural and role-free. Special needs materials are included.

*Catalog of Publications*. United States Commission on Civil Rights, 621 North Payne Street, Alexandria, Virginia 22314. ATTN: Ken Harriston, Supervisor of Warehouse Publications. (703) 557-1794. Price: free.
The United States Commission on Civil Rights is an independent, bipartisan agency established by Congress to investigate, study, and appraise Civil Rights progress in the U.S. and to submit reports and recommendations to the President and the Congress.
In addition, the Commission provides information to all groups and individuals about civil rights matters. Their catalog lists free publications designed to increase understanding by providing reliable information about civil rights issues and about the law, and procedures and approaches available for resolving issues.

## Periodicals

*Bureau of Equal Educational Opportunity Resource Bulletin*. Bureau of Equal Educational Opportunity, Pennsylvania Department of Education, Box 911, 333 Market Street, Harrisburg, Pennsylvania 17126. (717) 787-1130. Price: free.
Each issue of this publication focuses on a particular topic of concern (e.g., "The Holocaust"). Also, current resources for MC-NS education are categorized, listed, and described. Limited copies of some back issues are available.

*Interracial Books For Children Bulletin*. Council on Interracial Books For Children, 1841 Broadway, New York, New York 10023. (212) 757-5339. Eight (8) issues a year. Price: $10.00/year individual subscription, $15.00/year institutional subscription.
The Council on Interracial Books for Children is dedicated to promoting anti-racist and anti-sexist literature and instructional materials for children. The Bulletin contains articles, teaching

strategies, and book reviews dealing with multicultural, nonsexist approaches to education.

*Newsnotes*. The Feminist Press, Box 334, Old Westbury, New York 11568. (516) 997-7660. Occasional. Price: free.
This publication contains information of interest to educators working to eliminate sexism. Also available upon request is an annual Publications Catalog.

*PEER Perspective*. Project on Equal Education Rights, 1029 Vermont Avenue N.W., Suite 800, Washington, D.C. 20005. (202) 332-7337. Quarterly. Price: free.
This newsletter is offered by PEER, an agency which monitors progress in eliminating sexism in education. The Perspective reports on Title IX activity nationwide and lists resources for promoting sex equity in education, some of which are available directly from PEER at little or no cost.

*TABS*. 744 Carroll Street, Brooklyn, New York 11215. (212) 788-3478. Quarterly. Price $8.50 by individual check, $17.00 by institutional check.
This quarterly journal contains practical help for ending sexism in schools and classrooms. Units, activities, lesson plans and posters for the middle/junior high level are included.

# Resource Organizations

The agencies or persons listed below are just a few of those which may provide assistance, ideas, and information on resources to school districts that are striving to implement multicultural, nonsexist programs.

**American Association of School Librarians/American Library Association** 50 East Huron Street, Chicago, Illinois 60611. (312) 944-6780.
The American Association of School Librarians is a Division of the American Library Association and a national voice for the School Library Media profession. It reports on research and practice through its conferences and publications. AASL has its own Intellectual Freedom Committee in adition to cooperating with the Intellectual Freedom Office of the ALA. Write or call Alice Fite, Executive Director, for information or assistance.

**Council for Exceptional Children.** 1920 Association Drive, Reston, Virginia 22091. (703) 620-3660.
The Council is an excellent resource agency for educators who want to increase student awareness about disabled persons.

**Dissemination Center for Women's Educational Equity Act Program.** C/O Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. Toll free number: 1-800-225-3088.
The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing inservice training programs, curriculum evaluation instruments, sex-fair curriculum materials, and women's studies units. The Center is responsible for disseminating the education products of the WEEA Program (WEEAP).

**The Educational Equity Section of the Iowa Department of Public Instruction.** Grimes State Office Building, Des Moines, Iowa 50319. Phone: (515) 281-5502.
The Educational Equity Section is funded to provide assistance to Iowa educational agencies in the areas of: sex and race desegregation; multicultural, nonsexist curriculum; human relations; and bilingual education.

**Educational Media Consultant.** Instruction and Curriculum Division, Iowa State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3707.
This consultant provides assistance in all aspects of school library media services including multicultural, nonsexist education.

**Iowa Area Education Agencies.** Multicultural, Nonsexist Education Coordinators.
The area education agencies have begun to build a capacity for providing assistance to school districts as they work toward education equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. You are encouraged to contact your

local area education agency coordinator for assistance.

**The Midwest Sex and Race Desegregation Assistance Center.** 1627 Anderson Avenue, Box 3000, Manhattan, Kansas 66506. (913) 532-6287.
The Midwest Center is a federal agency which provides assistance to school districts in Iowa, Nebraska, Kansas, and Missouri in the areas of sex and race desegregation; multicultural, nonsexist curriculum; and human relations.

**National Clearinghouse For Bilingual Education.** 1300 Wilson Boulevard, Suite B2-11, Rosselyn, Virginia 22209. (703) 522-0710 and 800-336-4560.
Anyone interested in the education of language minority students may use the services of this agency. Call or write to ask for informational brochures or to state your specific need directly. In order to receive the NCBE newsletter and other publications, ask for the Clearinghouse Products List.

**The Nonsexist Child Development Project.** The Women's Action Alliance, Inc., 370 Lexington Avenue, Room 603, New York, New York 10017. (212) 532-8330.
The Project is a national resource center for educational equity at the early childhood level. Among the items available free of charge are: "Resources for Today's Children," a bibliography of materials including audiovisuals, photos, posters, games, puzzles, etc.; "Bibliography of Suggested Readings," and "Bibliography of Materials for Equal Early Education."

**Racism and Sexism Resource Center for Educators.** Council on Interracial Books for Children, CIBC Resource Center, Room 300, 1841 Broadway, New York, New York 10023. (212) 757-5339.
The Resource Center publishes and distributes teaching materials to combat sex role and cultural stereotyping. A catalog of resource materials is available upon request. They also publish the *Interracial Books for Children Bulletin* on a quarterly basis.